

Staff Performance Evaluation Plan Submission Coversheet

SY 2020-21

CONTEXT: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation.

Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

INSTRUCTIONS:

Completion

In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. If the plan contains multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D, etc. with the page number following. For example: A-23, B-5, etc. Please note, your plan may include many other sections not listed below.

Submission

Once completed, please attach this coversheet to the staff performance evaluation plan document you will submit. The whole document needs to be combined into one continuous PDF for submission. **The 2020 submission due date is 9/15/2020.**

School Corporation	South Montgomery Community School Corporation
Name:	
School Corporation	5845
Number:	

Annual Evaluations		Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Requirement				
<input type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate <i>all</i> certificated employees, including teachers, administrators, counselors, principals and superintendents		A1, B1-16, C1-4, D1-9
Rigorous Measures of Effectiveness	Regulatory Authority	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)		<ul style="list-style-type: none"> • Observation rubrics - for <i>all</i> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator • Other measures used for evaluations (e.g., surveys) 	A1-4, B1-16, C1-4, D1-9
Designation in Rating Category	Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3) 511 IAC 10-6-2(c)		<ul style="list-style-type: none"> • Definition of performance categories • Summative scoring process that yields placement into each performance category 	A1-4
<input type="checkbox"/> A definition of negative impact for certificated staff	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)		<ul style="list-style-type: none"> • Definition of negative impact on student growth for all certificated staff • Description of the process for modifying a final summative rating for negative growth 	A2-4
<input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth				
<input type="checkbox"/> All evaluation components factored into the final summative rating	IC 20-28-11.5-4(c)(3)		<ul style="list-style-type: none"> • Summative scoring process that yields placement into each performance category • Weighting (broken down by percentage) of all evaluation components 	A3
Evaluation Feedback	Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5		<ul style="list-style-type: none"> • Process and timeline for delivering feedback on evaluations • Process for linking evaluation results with professional development 	A1-4
Evaluation Plan Discussion				

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

Requirement	Statutory/ Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Evaluation Plan must be in writing and explained prior to evaluations are conducted	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	<ul style="list-style-type: none"> Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one 	A1-4 – Discussion dates at bottom of A1-4
Evaluators			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	<ul style="list-style-type: none"> Description of ongoing evaluator training Description of who will serve as evaluators Process for determining evaluators 	A1
<input type="checkbox"/> Teachers acting as evaluators (<i>optional</i>) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	<ul style="list-style-type: none"> Description of who will serve as evaluators Process for determining evaluators 	A1
<input type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	A1
Feedback and Remediation Plans			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	A2
<input type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> Remediation plan creation and timeframe Process for linking evaluation results with professional development 	A4
<input type="checkbox"/> Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	A4

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

<input type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-(c)	Process for teachers rated as ineffective to request conference with superintendent	A4
Instruction Delivered by Teachers Rated Ineffective			
Requirement	Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective <input type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-(c) IC 20-28-11.5-7(d)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row Description of how parents will be informed of the situation	A4 A4-5

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov



South Montgomery Community School Corporation Evaluation and Development System

All certificated employees who have primary classroom duties will have annual evaluations using the SMCSC Modified RISE Evaluation and Development System. There is one major component in the evaluation plan: 1) Professional Practice. This component consists of three domains that make up a final summative rating. After a final summative rating is achieved, professionalism is considered. It is assumed that all teachers will meet the standard for professionalism. If a teacher has shown a pattern of not meeting the standard of professionalism, he or she may have the final summative rating reduced by up to one point. The reduction will take place only after other efforts to support the teacher in meeting the standard for professionalism have occurred. Based on the final summative rating, teachers are put into one of four rating categories; Highly Effective, Effective, Improvement Necessary, or Ineffective.

1. EVALUATORS

It is the evaluators' responsibility to carry out all components of the evaluation system with fidelity, including annual evaluations for all certificated employees. The principal is chiefly responsible for evaluating a teacher as the primary evaluator. All evaluators receive training and support in evaluation skills.

2. SUMMATIVE EVALUATION

Presently, teachers with direct teaching responsibilities will use the following percentages to determine a Final Summative Rating: RISE 3.0 Teacher Effectiveness Rubric = 100%

3. PROFESSIONAL PRACTICE

Professional Practice is measured using the RISE 3.0 Rubric (not modified). The rubric has three key domains: Domain 1: Planning, Domain 2: Instruction, Domain 3: Leadership

The three domains are evaluated through a series of observations and conferences throughout the year. Core Professionalism is not included as a domain and represents four non-negotiable aspects: 1) Attendance, 2) On-time arrival, 3) Policies and Procedures, and 4) Respect. Core Professionalism is assumed and expected, and because of this expectation Core Professionalism only has a negative impact on the final summative evaluation if a teacher does not meet the standard.

A final summative rating may also be reduced if a teacher has been determined to negatively affect student growth.

In any case where the final summative rating is reduced based on a teacher's negatively affecting student growth or based on not meeting the standard for Core Professionalism, the teacher will be notified in advance and provided support to remediate the concern(s).

A final Teacher Effectiveness Rubric, or TER, final rating will be determined using the following percentages:

	Rating	Rating Weight	Weighted Rating
Domain 1: Planning	3.00	10%	.10 x 3.00 = 0.30
Domain 2: Instruction	3.00	75%	.75 x 3.00 = 2.25
Domain 3: Leadership	3.00	15%	.15 x 3.00 = 0.45
Final Summative Evaluation Score			3.00

4. CLASSROOM OBSERVATION AND FEEDBACK GUIDELINES

Observation Type	Announced	Min. Length	Min. Frequency	Pre Conference	Post Conference	Written Feedback
Extended	Optional	40 min	2/yr	Optional	Yes	Within 5 school days
Short	Unannounced	10 min	3/yr		Only if areas of concern are noted or as requested	Within 2 school days

Evaluators may choose to observe teachers through additional extended and short observations. All will have, at minimum, two extended and three short observations. If either the teacher or evaluator is absent during any of the above timeframes, the time period will be extended by the number of the school days of the absences. If more observations are needed to gather evidence, additional observations will take place. Teachers may request additional observations. It is expected that a struggling teacher will receive observations above and beyond the minimum number required by RISE. This may be any combination of extended or short observations and conferences that the primary evaluator deems appropriate. It is recommended that primary evaluators place struggling teachers on a professional development plan. All teachers will have an end of year conference with their evaluator.

During the conference, the teacher must be presented with written and oral feedback from the evaluator. This written feedback may include evidence notes taken during the time in the classroom.

5. DESIGNATION IN RATING CATEGORY/FINAL SUMMATIVE RATING

Each evaluated employee in the South Montgomery Community School Corporation will receive a final summative rating based on Professional Practice (RISE 3.0 Teacher Effectiveness Rubric). There are four summative ratings which match the four categories required in statute:

Highly Effective: Consistently exceeds expectations for professional practice, student achievement and professional contribution to the school or corporation.

Effective: Consistently meets expectations for professional practice, student achievement and professional contribution to the school or corporation.

Improvement Necessary: Room for growth in professional practice, student achievement and professional contribution to school or corporation.

Ineffective: Consistently fails to meet expectations for professional practice, student achievement and contribution to school or corporation.

A teacher who has been rated as Ineffective may request a private conference with the superintendent or superintendent's designee. The procedure for this request is detailed for the teachers in IC 20-28-11.5-6, and requires the teacher to contact the superintendent or superintendent's designee in writing with the request within five school days of receiving written documentation from the evaluator at the final summative conference.

The chart shared here is provided as an example. The measure of professional practice (TER rating) accounts for 100% of the final summative rating and Core Professionalism is considered and included after the final summative rating is determined. Core Professionalism is expected, and it is assumed that all teachers will meet this standard. In the event a teacher does not meet the Core Professionalism standard the final summative rating will be reduced by up to one point. Circumstances related to the event or events leading to the teacher not meeting the Core Professionalism standard will be shared with the teacher who will be given support to meet the standard. Circumstances related to the event or events leading to the teacher not meeting the Core Professionalism standard will be considered when deciding the extent of the negative impact on the final summative rating – a deduction of 0.1 through 1 point.

	Rating	Rating Weight	Weighted Rating
Domain 1: Planning	3.00	10%	.10 x 3.00 =0.30
Domain 2: Instruction	3.00	75%	.75 x 3.00=2.25
Domain 3: Leadership	3.00	15%	.15 x 3.00 = 0.45
Final Summative Evaluation Score			3.00
Core Professionalism	Meets Standard	NA	0
	Does Not Meet Standard		(-0.1 through -1.00)
Final Score Incorporating Core Professionalism			3.00 (2.99 – 2.00)

Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. The summative evaluation report in SFS will guide this conversation. The summative conference may occur at the end of the school year in the spring, or when teachers return in the fall, depending on the availability of data for the individual teacher. One (1) is the lowest score a teacher can receive in the RISE system. If, after deducting up to a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 Points	1.75 Points	2.5 Points	3.5 Points

NOTE: Borderline points always round up to the nearest hundredth.

Pursuant to IC 20-28-11.5, a teacher who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective. Negative impact on student growth shall be defined where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state. Data points shall include multiple measures of achievement and growth and may include achievement and growth in NWEA, percentage of students passing local, State or national assessments and/or percentage of students receiving high school course credit or dual credit. At SMCSC, a rating of Ineffective will also define a teacher who is negatively impacting student achievement. If a teacher is struggling and is at risk of being rated as Ineffective or Improvement Necessary, the evaluator and the teacher will develop a professional growth plan immediately to correct the documented deficiencies in the evaluation. Employees will be responsible for and must keep track of any credit/licensure work or professional growth points earned once the remediation plan is developed.

A final summative rating may be modified *if and when a teacher has been determined to negatively affect student growth two consecutive years based on multiple measures of growth.*

Procedures are in place to avoid situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective. If unavoidable, the building principal will communicate to parents when a student is assigned to consecutive teachers rated as ineffective. The principal will make weekly observations of the classroom and continue to work with the teacher on the professional growth plan that has been established. If the teacher does not make the necessary improvements, due process will be executed to reassign or remove the teacher.

Special Circumstances and Effects on Summative Evaluations

Teachers on an approved Leave of Absence for more than 120 instructional days will receive an "incomplete" final summative rating to be completed and finalized the following year.

6. QUALITY ASSURANCE/ PROFESSIONAL GROWTH PLANS

Any teacher who is rated "Ineffective" or "Improvement Necessary" at the final summative evaluation must be put on a Professional Growth Plan. Additionally, any teacher who is at risk of having an "Ineffective" or "Improvement Necessary" rating may be put on a Professional Growth Plan at any time. The Professional Growth Plan is developed with the evaluator. Teachers who are on a Professional Growth Plan may be able to apply such professional growth opportunities toward license renewal credits. For more information, visit the Indiana Department of Education website, Licensing, Professional Growth Plan.

The Superintendent will be notified by the principal of all teachers with Professional Growth Plans, and a timeline of observations and conferences for each teacher will be submitted as well. Teachers on a Professional Growth Plan will also have their student data closely monitored, with an expectation of improved student performance as a result.

The recommendation to cancel the contract of a teacher for the grounds of "Incompetency" in accordance with these guidelines shall not be made if the teacher has not been given the opportunity to improve through the development of an improvement plan to correct the deficiency(ies).

Prior to ninety (90) school days on a Professional Growth Plan, the following may occur: The teacher may be released from the Professional Growth Plan, the plan may be revised and then extended, or the Principal may begin the process of teacher contract cancellation.

7. PROCESS FOR TRACKING DATA AND MANAGING DOCUMENTATION

The office of the Superintendent will monitor each teacher by school annually with the following table:

Teacher	School	Final Summative Evaluation Rating

In addition, the Superintendent's office will enter the following data for teachers' points for evaluation, experience and instructional leadership. The attainment of an additional degree from a licensed institution will also be taken into account in the teacher compensation model.

A copy of this data will be submitted to the Board annually. IC 20-28-11.5-7 also requires that students do not receive instruction from ineffective teachers two years in a row. In such a situation the principal will communicate to those parents such a situation has occurred.

Discussed: 8/13

Discussed: 9/14

Discussed: 9/15

Discussed: 9/16

Discussed: 7/17

Discussed: 8/18

Discussed: 8/19

Updated to RISE 3.0 and Discussed with SMCEA: 7/27/20

Board Approved RISE 3.0: 8/10/20



RISE Indiana Teacher Effectiveness Rubric 3.0

Evaluation Model



This document contains no modifications from Version 2.0. It is labeled Version 3.0 to maintain labeling consistency across materials.

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Utilize Assessment Data to Plan	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, AND lesson plans	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2 Set Ambitious and Measurable Achievement Goals	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans an <u>ambitious</u> annual student achievement goal	Teacher develops an annual student achievement goal that is: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable; - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3 Develop Standards-Based Unit Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit - Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: - identifying content standards that students will master in each unit - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

<p>1.4 Create Objective-Driven Lesson Plans and Assessments</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction relevant - Plan formative assessments to measure progress towards mastery or inform instruction. 	<p>Teacher may <i>not</i>:</p> <ul style="list-style-type: none"> - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.
<p>1.5 Track Student Data and Analyze Progress</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Maintaining a grading system <p>Teacher may <i>not</i>:</p> <ul style="list-style-type: none"> - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1: <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> Develop student understanding and mastery of lesson objectives	<p>Teacher is highly effective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection 	<p>Teacher is effective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Importance of the objective is explained so that students understand why they are learning what they are learning 	<p>Teacher needs improvement at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective 	<p>Teacher is ineffective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers"; early-childhood inquiry-based lesson, etc.). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2: Demonstrate and Clearly Communicate Content Knowledge to Students	<p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> - Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development 	<p>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> - Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development 	<p>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3: Engage students in academic content	<p>Teacher is highly effective at engaging students in academic content</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content 	<p>Teacher is effective at engaging students in academic content</p> <p>-3/4 or more of students are actively engaged in content at all times and not off-task</p> <ul style="list-style-type: none"> - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive. (See Notes below for specific evidence of engagement) 	<p>Teacher needs improvement at engaging students in academic content</p> <p>- Fewer than 3/4 of students are engaged in content and many are off-task</p> <ul style="list-style-type: none"> - Teacher may provide multiple ways of engaging students, but perhaps not aligned to the lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<p>Teacher is ineffective at engaging students in academic content</p> <p>- Fewer than 1/2 of students are engaged in content and many are off-task</p> <ul style="list-style-type: none"> - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging.

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: Check for Understanding <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	<p>Teacher is highly effective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher uses wait time effectively both after posing a question and before helping students think through a response 	<p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> - Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher rarely or never checks for understanding of content, or misses nearly all key moments - Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
 - Checks for Understanding: thumbs up/down, cold-calling
 - Do Now, Turn and Talk/Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: Modify Instruction As Needed	<p>Teacher is highly effective at modifying instruction as needed</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<p>Teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques 	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher doesn't give up, but continues to try to address misunderstandings with different techniques if the first try is not successful 	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work	<p>Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<p>Teacher is effective at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward, but misses other students due to lack of differentiation based on students' level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<p>Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<p>Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:
 - Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
 - Asking students to explain their reasoning
 - Asking students to explain why they are learning something or to summarize the main idea
 - Asking students to apply a new skill or concept in a different context
 - Posing a question that increases the rigor of the lesson content
 - Prompting students to make connections to previous material or prior knowledge
 - Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
2. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
3. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: Maximize Instructional Time	<p>Teacher is highly effective at maximizing instructional time</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson 	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. 	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. 	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: Create Classroom Culture of Respect and Collaboration	<p>Teacher is highly effective at creating a classroom culture of respect and collaboration</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others 	<p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9: Set High Expectations for Academic Success	<p>Teacher is highly effective at setting high expectations for academic success.</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<p>Teacher is effective at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom 	<p>Teacher needs improvement at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom 	<p>Teacher is ineffective at setting high expectations for student success.</p> <ul style="list-style-type: none"> - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School Culture	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: <ul style="list-style-type: none"> - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class 	Teacher will: <ul style="list-style-type: none"> - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class Teacher may not: <ul style="list-style-type: none"> - Frequently dedicates time to help students and peers efficiently outside of class 	Teacher will: <ul style="list-style-type: none"> - Contribute occasional ideas and expertise to further the school's mission and initiatives Teacher may not: <ul style="list-style-type: none"> - Dedicate time efficiently, when needed, to helping students and peers outside of class 	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2 Collaborate with Peers	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: <ul style="list-style-type: none"> - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities 	Teacher will: <ul style="list-style-type: none"> - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need Teacher may not: <ul style="list-style-type: none"> - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others 	Teacher will: <ul style="list-style-type: none"> - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed 	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3 Seek Professional Skills and Knowledge	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: <ul style="list-style-type: none"> - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions 	Teacher will: <ul style="list-style-type: none"> - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices 	Teacher will: <ul style="list-style-type: none"> - Attend all mandatory professional development opportunities Teacher may not: <ul style="list-style-type: none"> - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well 	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

3.4 Advocate for Student Success	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Display commitment to the education of all the students in the school - Attempt to remedy obstacles around student achievement - Make changes and take risks to ensure student success - Advocate for students' individualized needs <p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' needs <p>Teacher may <i>not</i>:</p> <ul style="list-style-type: none"> - Advocate for students' needs 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' needs <p>Teacher may <i>not</i>:</p> <ul style="list-style-type: none"> - Advocate for students' needs 	<p>Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.</p>
3.5 Engage Families in Student Learning	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events <p>Teacher will:</p> <ul style="list-style-type: none"> - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school <p>Teacher may <i>not</i>:</p> <ul style="list-style-type: none"> - Proactively reach out to parents to engage them in student learning 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school <p>Teacher may <i>not</i>:</p> <ul style="list-style-type: none"> - Proactively reach out to parents to engage them in student learning 	<p>Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p>

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator	Does Not Meet Standard	Meets Standard
1 Attendance	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences *
2 On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3 Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4 Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

* It should be left to the discretion of the corporation to define "unexcused absence" in this context

C

South Montgomery Community School Corporation
P.O. Box 8 New Market, Indiana 47965
Administrative Evaluation

Preliminary meeting – Completed prior to December 31 each year

Final Evaluation – Sections I-IV completed by May each year. Section V completed after state outcomes received.

Name: _____

Date: _____

Position: _____

Years with SMCSC (including present year)

Years in present position:

Evaluator:

Position: Superintendent

Purposes:

1. To encourage the most effective utilization of all the skills and abilities of the administrative team.
2. To aid in the individual administrator to become more proficient in carrying out his/her current responsibilities.
3. To aid an individual administrator in making a realistic appraisal of his/her own performance within his/her specific assignment and as a part of the administrative team.
4. To provide a permanent record as well as a sound basis for purposes of re-employment, placement, promotion and reference information.

Highly Effective =220 to 200 points

Effective = 199-180 points

Needs Improvement = 179-150 points

Ineffective = 149 points and below

Part I, II, III, IV Score: _____

Part V Score: _____

Part VI Score: _____

Total Score: _____

Administrator Ranking _____

Circle "1, 2, 3, or 4" at the end of each statement.

(1=Ineffective, 2=Needs Improvement, 3=Meets Expectation, 4=Exceeds Expectation)

Place a 1 or 2 in the space to the left of each statement: (rating of 1=.5 or 2=1, rating of 3=1.5 or 4=2)

.5 or 1= Has not satisfactorily mastered the item

1.5 or 2= Has satisfactorily mastered the item

I. ADMINISTRATIVE LEADERSHIP

A. Curriculum

- ____ 1. Maintains knowledge and understanding of curriculum. (1 2 3 4)
- ____ 2. Exhibits application of this knowledge as it relates to his/her responsibility. (1 2 3 4)
- ____ 3. Curriculum is updated reflective of state and national standards. (1 2 3 4)

B. Supervision

- ____ 1. Devotes an appropriate amount of time in observing the program. (1 2 3 4)
- ____ 2. Maintains high visibility at extra-curricular events. (1 2 3 4)
- ____ 3. Creates a physical atmosphere conducive to learning. (1 2 3 4)
- ____ 4. Inspires those he/she supervises to achieve maximum performance. (1 2 3 4)
- ____ 5. Maintains student discipline. (1 2 3 4)

C. Evaluation

- ____ 1. Provides leadership in evaluation and improvement of total school program. (1 2 3 4)
- ____ 2. Executes effective evaluation procedures of staff designed for the purpose of instructional improvement. (1 2 3 4)
- ____ 3. Dedicates an adequate amount of time to observe/evaluate the staff. (1 2 3 4)
- ____ 4. Evaluations demonstrate the ability to differentiate effectiveness levels of the staff. (1 2 3 4)

Subtotal – Administrative Leadership (Possible 24)

II. PROFESSIONALISM

A. Professional Demeanor

- ____ 1. Maintains a high degree of confidentiality whenever appropriate. (1 2 3 4)
- ____ 2. Respects administrative line and staff organization. (1 2 3 4)
- ____ 3. Respects people as individuals. (1 2 3 4)
- ____ 4. Rarely is absent from work. (1 2 3 4)
- ____ 5. Is on time for appointments and meetings. (1 2 3 4)

B. Contribution to Adm. Team

- ____ 1. Believes in the concept of the administrative team and exhibits behavior supportive of the administrative team concept. (1 2 3 4)
- ____ 2. Exhibits a willingness to enter into open and frank discussion during administrative meetings. (1 2 3 4)
- ____ 3. Respects administrative decisions and works enthusiastically toward achieving goals even though they may not conform to personal opinions. (1 2 3 4)
- ____ 4. Contributes worthwhile ideas of benefit to the corporation. (1 2 3 4)

C. Involvement in professional organizations

- ____ 1. Belongs and is active in professional organizations related to his/her work responsibilities. (1 2 3 4)
- ____ 2. Professional organization participation benefits the educational program at his/her building. (1 2 3 4)

D. Professional Growth

- ____ 1. Professional growth opportunities result in improvement in the educational opportunities at his/her building. (1 2 3 4)

Subtotal – Professionalism (Possible 24)

III. MANAGEMENT TECHNIQUES

A. Organizational Abilities

- 1. Makes provisions for a well-organized opening and closing of the school year. (1 2 3 4)
- 2. Can set appropriate priorities on use of time. (1 2 3 4)
- 3. Plans budget applicable to his responsibility. (1 2 3 4)
- 4. Has the ability to overcome unforeseen situations. (1 2 3 4)
- 5. Delegates appropriate responsibility and follows up on tasks delegated. (1 2 3 4)
- 6. Sees that daily routine is carried out expediently. (1 2 3 4)
- 7. Is prompt and accurate in making reports. (1 2 3 4)
- 8. Evidence of planning and actions are carried out to a successful conclusion. (1 2 3 4)

B. Decision Making

- 1. Is willing to make decisions and assume responsibility for decisions made. (1 2 3 4)
- 2. Makes decisions consistent with state, corporation and school policies. (1 2 3 4)
- 3. Is consistent and fair when making decisions. (1 2 3 4)
- 4. Seeks information from others before making some decisions. (1 2 3 4)
- 5. Appropriately disseminates information regarding decisions. (1 2 3 4)

C. Communication

- 1. Communicates effectively with administration/faculty/staff. (1 2 3 4)
- 2. Communicates effectively with students. (1 2 3 4)
- 3. Utilizes various means to keep parents and patrons informed concerning school programs. (1 2 3 4)
- 4. Cooperates with the administrative team in communicating effectively with the community in interpreting the total Corporation operation. (1 2 3 4)

Subtotal – Management Abilities (Possible 34)

IV. HUMAN RELATIONS

A. Personal Qualities and Attributes

- 1. Shows empathy towards others. (1 2 3 4)
- 2. Exhibits self-control in times of stress. (1 2 3 4)
- 3. Displays tact in handling all human relationships. (1 2 3 4)
- 4. Is cooperative. (1 2 3 4)
- 5. Displays self-confidence in his/her administrative responsibilities. (1 2 3 4)
- 6. Is enthusiastic toward his/her responsibilities (1 2 3 4)
- 7. Demonstrates a willingness to spend the time and energy to accomplish his/her administrative responsibilities. (1 2 3 4)
- 8. Exhibits personal cleanliness and grooming. (1 2 3 4)
- 9. Demonstrates friendliness and warmth in daily relationships with people. (1 2 3 4)

Subtotal – Human Relations (Possible 18)

Total of Sections I, II, III, IV (Possible 100)

V. QUANTATIVE

Place the points earned in each section in the shaded box.

Section 1.

Percentage of teachers identified as Highly Effective and Effective

Number of teachers evaluated as Highly Effective and Effective divided by Total Number of Teachers

A. _____ Number of teachers evaluated as Highly Effective and Effective

B. _____ Total number of teachers

A._____ divided by B._____ = _____ %

50 points = 90-100%

40 points = 80-89%

30 points = 70-79%

20 points = 69% or less

Section 2.

Letter Grade of School

50 points = A

40 points = B

30 points = C

20 points = D

0 points = F

31

Section V Total (Possible 100)

Section VI – Outstanding Performance (Possible 20 Points)

Principal will provide written/other documentation to the superintendent indicating outstanding performance in supporting the educational process at South Montgomery Schools. The superintendent will determine the number of points to be awarded – the range will be from zero to twenty points.

Total of Sections I, II, III, IV, V, VI (Possible 220)

Administrator Ranking _____

Highly Effective = 220 to 200 points

Effective = 199-180 points

Needs Improvement = 179-150 points

Ineffective = 149 points and below

Recommendation:

Retain in present position Reassign Retain in present position on probation Dismiss

Signatures:

Administrator: _____ Date: _____

Evaluator: _____ Date: _____

Administrator's signature indicates only that the Administrator has a copy of this report. It does not necessarily indicate agreement with the report.

**SOUTH MONTGOMERY COMMUNITY SCHOOL CORPORATION
REVIEW AND EVALUATION OF THE SUPERINTENDENT**

Circle "1, 2, 3, or 4" at the end of each statement.
(1=Ineffective, 2=Needs Improvement, 3=Meets Expectation, 4=Exceeds Expectation)

Place a "2" or a "1" in the space to the left of each item (rating of 3 or 4 = 2, rating of 1 or 2 = 1). At the end of each section add the scores for the individual items in that section. Transfer the section totals to the last page and total. Return the completed document to the Board President.

Add any general comments and/or suggestions. Please forward to the Board President for composite of suggestions by _____ (Print your name here)

Rating:

Placing a 2 in the space indicates that the superintendent has demonstrated proficiency in this area.
Placing a 1 in the space indicates that the superintendent has not demonstrated proficiency in this area.

A. RELATIONSHIP WITH THE BOARD, THE SUPERINTENDENT:

- ____ 1. Keeps the board informed on issues, needs and operation of the school system.
(1 2 3 4)
- ____ 2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.
(1 2 3 4)
- ____ 3. Interprets and executes the intent of the board policy.
(1 2 3 4)
- ____ 4. Seeks and accepts constructive criticism of his work
(1 2 3 4)
- ____ 5. Supports board policy and actions to the public and staff.
(1 2 3 4)
- ____ 6. Has a harmonious working relationship with the board.
(1 2 3 4)
- ____ 7. Understands his role in administration of board policy, making recommendations for employment or promotion of personnel in writing and with supporting data, accepting responsibility for his recommendations.
(1 2 3 4)
- ____ 8. Accepts responsibility for maintaining liaison between the board and personnel.
(1 2 3 4)
- ____ 9. Remains impartial toward the board, treating all board members alike.
(1 2 3 4)

___ 10. Is supportive of the board members.

(1 2 3 4)

Subtotal Section A: ___ (Add rankings for 1-10 above)

COMPOSITE EVALUATION - "Relationship with the Board":

Comments and/or suggestions:

B. COMMUNITY RELATIONSHIP, THE SUPERINTENDENT:

___ 1. Gains respect and support of the community on the conduct of the school operation.

(1 2 3 4)

___ 2. Solicits and gives attention to problems and opinions of groups and individuals.

(1 2 3 4)

___ 3. Participates in community life and affairs.

(1 2 3 4)

___ 4. Works effectively with public, private agencies and IDOE.

(1 2 3 4)

Subtotal Section B: ___ (Add rankings for 1-4 above)

COMPOSITE EVALUATION - "Community Relationship"

Comments and/or suggestions:

C. STAFF AND PERSONNEL RELATIONSHIPS, THE SUPERINTENDENT:

- ____ 1. Develops and executes sound personnel procedures and practices.
(1 2 3 4)
- ____ 2. Treats all personnel fairly, without favoritism or discrimination while insisting on performance of duties.
(1 2 3 4)
- ____ 3. Delegates authority to staff members appropriate to the position each holds.
(1 2 3 4)
- ____ 4. Recruits and assigns the best available personnel in terms of their competencies.
(1 2 3 4)
- ____ 5. Encourages participation of appropriate staff members and groups in planning, procedures and policy interpretation.
(1 2 3 4)
- ____ 6. Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.
(1 2 3 4)
- ____ 7. Demonstrates the ability to take the tough stance and to put the best personnel with students.
(1 2 3 4)
- ____ 8. Develops staff morale.
(1 2 3 4)

Subtotal Section C: _____ (Add rankings for 1-8 above)

COMPOSITE EVALUATION - "Staff and Personnel Relationships"
Comments and/or suggestions:

D. EDUCATIONAL LEADERSHIP, THE SUPERINTENDENT

- ____ 1. Understands and keeps informed regarding the instructional program.
(1 2 3 4)
- ____ 2. Implements the district's philosophy of education.
(1 2 3 4)
- ____ 3. Participates with staff, board and community in studying and developing curriculum.
Leads staff development.
(1 2 3 4)
- ____ 4. Organizes a planned program of curriculum, evaluation, improvement and assessment.
(1 2 3 4)
- ____ 5. Provides democratic procedures in curriculum work, utilizing the abilities and talents of the professional staff and community.
(1 2 3 4)
- ____ 6. Exemplifies the skills and attitudes of a leader and inspires others to highest professional standards.
(1 2 3 4)
- ____ 7. Demonstrates knowledge of school law.
(1 2 3 4)

Subtotal Section D: ____ (Add rankings for 1-7 above)

COMPOSITE EVALUATION - "Educational Leadership"

Comments and/or suggestions:

E. BUSINESS AND FINANCE, THE SUPERINTENDENT:

- ____ 1. Enhances financial needs and makes recommendations for adequate financing and staffing.
(1 2 3 4)
- ____ 2. Supervises operations, insisting on competent and efficient performance of contracts.
(1 2 3 4)

- ____ 3. Keeps informed on needs of the school program - plant, facilities, equipment and supplies.
(1 2 3 4)
- ____ 4. Helps to develop and recommend salary schedules for all personnel, which will best serve the interest of the district.
(1 2 3 4)
- ____ 5. Determines that funds are spent wisely, and adequate control and accounting are maintained with instruction as the district focus.
(1 2 3 4)
- ____ 6. Understands total process for constructing new buildings, including funding, construction management, selection of architect and general contractors.
(1 2 3 4)

Subtotal Section E: ____ (Add rankings for 1-6 above)

COMPOSITE EVALUATION - "Business and Finance"

Comments and/or suggestions:

F. PERSONAL QUALITIES, THE SUPERINTENDENT:

- ____ 1. Defends principle and conviction in the face of pressure and partisan influence.
(1 2 3 4)
- ____ 2. Maintains high standards of ethics, honesty and integrity in all personal and professional matters.
(1 2 3 4)
- ____ 3. Earns respect and standing among his professional colleagues.
(1 2 3 4)
- ____ 4. Devotes his time and energy effectively to this job.
(1 2 3 4)
- ____ 5. Demonstrates his ability to work well with individuals and groups.
(1 2 3 4)

- ____ 6. Exercises good judgement and the democratic processes in arriving at decisions.
(1 2 3 4)
- ____ 7. Possesses and maintains the health and energy necessary to meet the responsibilities of his position.
(1 2 3 4)
- ____ 8. Speaks well in front of large and small groups, expressing his ideas in a logical and forthright manner.
(1 2 3 4)
- ____ 9. Maintains composure when faced with an unexpected or disturbing turn of events in a large group meeting.
(1 2 3 4)

Subtotal Section F: ____ (Add rankings for 1-9 above)

COMPOSITE EVALUATION - "Personal Qualities"
Comments and/or suggestions:

G. GENERAL KNOWLEDGE OF THE SCHOOL SYSTEM, THE SUPERINTENDENT:

- ____ 1. Plans for efficient and effective building maintenance.
(1 2 3 4)
- ____ 2. Possesses a working knowledge of maintenance and transportation necessary for an efficient operation.
(1 2 3 4)
- ____ 3. Recognizes the importance of all phases to the overall operation of the system.
(1 2 3 4)
- ____ 4. Understands the influence that past and present local occurrences, issues and personalities outside the school system have upon the system.
(1 2 3 4)

- 5. Understands the general operations of Transportation in the Corporation.
(1 2 3 4)
- 6. Keeps current on growth reduction/projections in student enrollment and makes such reports to the Board as needed.
(1 2 3 4)

Subtotal Section G: _____ (Add rankings for 1-6 above)

COMPOSITE EVALUATION - "General Knowledge"
Comments and/or suggestions:

Subtotal Section A: _____ (Add rankings for 1-10 above)

Subtotal Section B: _____ (Add rankings for 1-4 above)

Subtotal Section C: _____ (Add rankings for 1-8 above)

Subtotal Section D: _____ (Add rankings for 1-7 above)

Subtotal Section E: _____ (Add rankings for 1-6 above)

Subtotal Section F: _____ (Add rankings for 1-9 above)

Subtotal Section G: _____ (Add rankings for 1-6 above)

Total Score on A-G: _____ (100 possible)

Quantitative Section

1. Percentage of teachers in the district evaluated as Highly Effective and Effective

a. Total number of teachers receiving Highly Effective and Effective Ranking _____
b. Total number of teachers in the district _____

a. _____ Divided by b._____ = _____% of teachers Effective + Highly Effective

25Points = 90 to 100%

20 Points = 80 to 89%

15 Points = 70 to 79%

10 Points = 60 to 69%

0 Points – 59% or lower

____ Teacher Highly Effective/Effective Points (25 Possible)

2. Percentage of administrators in the district evaluated as Highly Effective and Effective

a. Total number of administrators receiving Highly Effective and Effective Ranking _____
b. Total number of administrators in the district _____

a. _____ Divided by b._____ = _____% of administrators Effective + Highly Effective

25 Points = 90 to 100%

20 Points = 80 to 89%

15 Points = 70 to 79%
10 Points = 60 to 69%
0 Points – 59% or lower

____ Administrator Highly Effective/Effective Points (25 Possible)

3. School Letter Grades Scores

50 Points = A
40 Points = B
30 Points = C
20 Points = D
0 Points = F

____ Letter Grade of the District (50 possible)

Quantitative Scores:

Quantitative 1 Score: _____

Quantitative 2 Score: _____

Quantitative 3 Score: _____

Total Quantitative Score: _____ (100 Possible)

Total from Sections A-G: _____ (100 Possible)

Total Sections A-G and Quantitative _____ (200 Possible)

Highly Effective = 180 to 200 points

Effective = 160 to 179 points

Needs Improvement = 140 to 159 points

Ineffective = 139 points and below

Superintendent Effective Ranking: _____

Names of Board Members supplying individual rating sheets:

SUMMARY:

- A. Do you have any other general or specific comments and/or suggestions as to how I could more effectively serve the school system?

- B. What do you think are the major problems, issues and/or concerns facing our school system?

SUPERINTENDENT COMMENTS:

Board Member Signature

Date

Superintendent's Signature

Date